

SEMESTER – I

Course No. 101 (Theory)

Title: Education in Indian Perspective

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

Objectives :

To enable the pupil teachers to:

- know and understand the constitutional provisions in regard to the education
- know and understand the basics/ fundamentals associated in the discipline of education and in a process to be a teacher from the Philosophical perspectives.
- know and understand the socio cultural realities of the teacher, teaching and the teacher education program in context of the education from the sociological perspectives.
- know and understand the various aspects related to the teacher education in the changing contemporary society.

Detailed Contents:

Unit-I

The Bases of Teacher Education in India:

Right to the equality; Rights against the Exploitation; Girls Rights and the respect to the gender (Constitutional provisions); The prohibition of the Child labour (Constitutional provisions); RTE (2009).

Knowledge – concept and the understanding vis a vis Vidya, Information and training, concept of the indigenous knowledge , sources of Knowledge; Different schools of knowledge (Indian); Difference in the present knowledge society and the Vedic knowledge society - the role and the place of the teacher in developing the Panchmukhi and the holistic personality; Roots of Teacher education- concept of Gurukuls, Madrassas and Maktabas, Missionary schools and the residential schools.

Unit-II

Education and the Philosophy

Education - Concept, Nature and scope for the Individual and the society; Why subject of education is important to be teacher; Philosophy-Concept, Nature and the branches; scope of philosophy of education in the professional life of the teacher; discriminate between the philosophy of education for the teacher education and the liberal discipline. Concept of the Teaching, Difference between the Bhartiya Shiksha and the Western Education.

UNIT-III

Education and Sociology

Sociology - concept, Nature and the branches; Educational sociology - understanding of Education in the teacher education process; the relationship between the Educational Sociology and the classroom environment - with respect to equality, peer relationship, stratifications. Developing the teacher responsive and relational to the society and its causes- (e.g. SwachataAbhiyan; PPI etc.)

UNIT-IV

Teacher and the Change in Society

Education as an agency in the Change of the society (Industrialisation, & technology); Characteristics of the Indian contemporary society; critically assess the role & responsibilities of teacher in the community (participation) & culture (Change) and for the technology (adaptation); Socio cultural imprints in teaching profession, how the teaching profession in India is a different from the west; Decolonisation of the teacher education program-issues and the challenges.

Field work/Sessional work

Knowledge to the villagers of their Rights of the Human Beings as well as of the global citizen through the activities of Nukkad shows and Meetings as well as the trip to the Gurukuls and the residential schools.

The differentiation between the day Boarding and the Residential school - feel and the experience of the Visit. The visit to the indigenous educational institution (Madrassas) and the Asharams or the Mobile schools – the experiences and the comparison. Involving the teachers in the community participation - Swach Bharat; Pulse polio programs, Distribution of the relief material, etc.; Must visit to any of slum area (adaptation) for education and promoting the cause of community cooperation and coexistence (relational & Responsive); Discussion on the ancient Indian education system – decolonization of teacher education, the changes in the society and the teacher.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be

evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities encompassing different components. The details of the Internals are given in the syllabus.

Course No. 102 (Theory) Title : Childhood and adolescence education

Credits 4 Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

Course objectives:

To enable the pupil teachers to:

- Understand the concept of growth and development.
- Become aware of nature of individual differences.
- Familiarise themselves with different developmental stages.
- Understand Piaget's theory of cognitive development.
- Appreciate Vygotsky's Socio-cultural perspective.
- Understand factors affecting personality development.

UNIT-I

Introduction to development: Nature of developmental psychology, meaning of growth and development, principles of development, role of teacher in facilitating development. Individual differences-concept, determinants-role of heredity (genes & chromosomal disorders) & environment on individual differences. Prenatal & Infancy stage: Meaning, characteristics & hazards.

UNIT-II

Early childhood: Characteristics, problems & hazards of early childhood.

Late Childhood: Characteristics, problems & hazards of late childhood.

Theories of childhood development (Psychoanalytic child development theory and Erickson's stage theory of development).

UNIT-III

Adolescence Stage: Pattern of growth & development during adolescence, special characteristics of adolescence, problems at adolescent stage.

Cognitive development & language: Piaget's theory of cognitive development-stages of cognitive development, basic tendencies in thinking, limitations of Piaget's theory, Educational implications'.

Vygotsky's Socio-cultural perspective-social sources of individual thinking, cultural tools & cognitive development, role of language & private speech, the zone of proximal development and limitations, Educational implications.

UNIT-IV

Personality development: Factors affecting personality development (Language, Culture, Biographies, community, political environment, school, neighbourhood & excessive use of technology).

Marginalization & personality development-Factors leading to marginalization & their effect on personality development. Role of teachers and media in removing disparities in society.

Sessional work:

Case study of cognitive development (abstract thinking/metacognition/problem solving) of an adolescent/study of an autobiography of an eminent citizen of India and preparation of a report on the ways the autobiography can help in the development of personality of an individual.

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Course No. 103 (Theory)

Title : Language Competence and Communication skills

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

Course Objectives :

To enable the pupil teacher to :

- develop language teaching competency.
- understand the multiple roles of language.
- analyse the position of language education in India.
- identify the processes and approaches of language teaching.

- appreciate language skills for effective communication.

Unit-I

Role of Language

- 1) Language: Concept, Importance and Linguistic principles.
- 2) Language and Society : Language and Gender; Language and Identity; Language and Power.
- 3) Language in School : Home Language And School Language; Language across the curriculum; Language and construction of knowledge; Difference between language as a school - subject and language as a means of learning and communication; Multilingual classrooms.

Unit-II

Position of Languages in India

- 1) Constitutional provisions and policies of language education (Articles 343-351, 350A).
- 2) Kothari Commission (1964-66) with special reference to language Education.
- 3) National Curriculum Framework -2005 with special reference to language education.

Unit-III

Language Teaching

- 1) Different Process of Language learning as per constructivism
 - a) John Dewey
 - b) John Piaget
- 2) Methods of Language Learning
 - a) Direct Method
 - b) Bilingual Method
 - c) Textbook Method
 - d) Grammar Translation Method
 - e) Inductive and Deductive Method
- 3) Structural and Situational approaches to Language learning: Merits and Demerits

Unit-IV

Communication skills

- 1) Communication: Concept, Channels and Language as a tool of communication.
- 2) Acquisition of Language Skills for communication: Listening and Speaking - Sub skills of listening: Materials and resources for developing the listening and speaking skills: Story-telling, dialogues, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.

- 3) Reading and Writing : Sub skills of reading and writing; Importance of understanding the development of reading and writing skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, using the sources, dictionary, encyclopedia, Process of writing; Formal and Informal writing.

Sessional work :

- Practical work in Language Laboratory :
Listening - 5 hours
Speaking - 3 hours
Reading - 3 hours
- Writing- pattern of writing poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement
- Presentation on different methods of language learning
- Organise seminar/debates on position of language education in India

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Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

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Course No. 104 (Theory) Title : Educational Planning and Management

Credits 4

Total Marks : 100

Maximum Marks Internal : 40

Maximum Marks External : 60

Duration of Exam : 3 hrs

Course Objectives

To enable the pupil teachers to :

- know and Understand the Educational Management & organizational set up and the contribution in its role.
- Know and Understand the different Management approaches to deal with the Educational Management.

- Know and Understand the Budget aspects of the Institutional Budget regarding the Investment and the Expenditure.
- Be skillful in organizing various human Resource Management Program for the Awareness as well as to Coordinate with the agencies.

UNIT-I

Educational Management and the leadership, Differentiation features between the Educational Management & Leadership; Guidelines for the Leadership; The Importance of the Leadership & Management for Education, Leadership theory - Distributed and the Transformal theory; Modern trends in Educational Management i) Decision Making ii) Organisational Compliance iii) Organisational Development iv) PERT.

UNIT-II

Approaches to Educational Management – Principles, Adoptability and Limitation is the Indian Educational set ups - i) Trait Based ii) Behaviour Based iii) Situational Based Approach iv) Contingency Approach v) WICS Model.

UNIT-III

TQM in Educational Organization

Concept of Resources – Human & Material; Management of time – Importance of Time schedule for the teacher, Preparation of the daily , Weekly and Monthly diaries – aspects, principles and usefulness; Yearly & Monthly plans for the Institutional working.

Management of the Physical Resources – School Building, Library, Labs Hostels and the playgrounds.

Management of the Human Resources – Interpersonal & Intergroup Relations (Needs & principles) Teacher Taught relationship; Relationship with the Head, Administrator, Concept of TQM in educations and the implications of its for the stakeholders of the Education.

UNIT-IV

Micro planning and the budget

Concept of the Micro and Macro planning, Institutional Planning – Cluster Resource Centres and the Block Resource Centres.

School mapping Need & Factors – Developing and Monitor the Budget of the Educational Institution - Issues and principles of Making the Budget, Resources & Financing of Education, relationship between the productivity & Efficiency, Concept of Cost analysis.

Sessional Work

To organize the Parents Teachers Meet in the Educational Institutional and partake in its deliberations. To be an active participant in the community services organised by the educational institutional and also invite the participation of the educational Institutions in

organizing the resources like sharing the Resources – Books, Library, Computer lab for those who are deprived of these facilities. Organising Camps and inviting the social intellectuals in the Govt aided institutions for the funding and awareness purposes. Must activity of every student teacher to organize the Awareness camp on any important Social National Issues like female Feticide, Gender Discrimination, Population Awareness, Religious Tolerance, Save Energy and Water etc. (Topics can be further Added on). To Be an active member of the local Finance Audit team and the contribution to it in its management.

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Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

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Course No. 105 (Theory)	Title : Inclusive Education
Credits 4	Total Marks : 100
	Maximum Marks Internal : 40
	Maximum Marks External : 60
	Duration of Exam : 3 hrs

Course Objectives :

To enable the pupil teachers to -

- Realize the importance of inclusive education and inclusive education programmes and role of various agencies towards inclusion.
- Know about the meaning and scope of special education.
- Understand the concept of exceptional children.
- Grasp the meaning, specific characteristics and modalities of identification of some types of exceptional learners.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

Unit-I

Inclusive education - Meaning, need and importance.

Inclusive education programmes, Barriers to inclusion, dimensions for successful inclusion (sense of community and social acceptance, appreciation to student diversity, attention to curricular needs, effective management and instruction and personal support), preparing students for inclusion, and collaboration with families of students with disabilities for inclusion.

Unit-II

Special Education - concept, objectives of special education, need for special education and history of special education

Exceptional children - meaning, types, educational provisions for exceptional children and placement services for special children.

Unit-III

Education of intellectually disabled (mentally retarded) children: meaning, classification, etiology and identification of intellectual retardation. Educational provisions for intellectually disabled children.

Backward children-concept, characteristics, etiology, and identification of backward children. Educational provisions for backward children.

Unit-IV

Role of Rehabilitation Council of India and PWD (Persons with Disability Act, 1995).

Role of parents, peer groups, teachers, community, administrators and policy makers towards inclusion

Sessional work

1. Visit to inclusive school /school for disabled children and preparation of a report on method of teaching used in these schools.
2. Counseling sessions with intellectually disabled children and maintaining a record.
3. Case study of a special child.

Note for Paper Setters

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